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Higher Education Institutions and the Performance Management

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ABSTRACT

Purpose: The most prominent change that is seen now is that higher education institutions are under pressure prove their usefulness, objectives, and methods of achieving these objectives. They are also asked for details related to the allocation of their resources and priorities and are also asked to fulfill their social responsibilities. Everyone, from prospective students to the general public, now wants data and proof in favor of the effectiveness and necessity of these institutions. Because of this, higher education institutions are now more involved in the race of securing funding and win over potential customers. In this race, they are now working on the quality of academic staff and their training, recruitment, reward system, utilization and motivation. These factors are considered some of the most important ones in improving the overall effectiveness of higher education institutions. Because of these new requirements, there is now more demand than ever before to implement performance management (PM) systems. The study is focused on using the qualitative research approach to analyze and gather the data from the research conducted previously on the role of performance management in higher education institutions.

Methodology: The qualitative approach is merely an extension of the earlier researches conducted on the topic and help build a stronger point of view by using the previous analyses published already. This type of study helps in examining the role of an educational system in its natural context and without hurting the ethical boundaries present the most viable options. The study made the opinions of practitioners and utilized the judgments of those who are already working in the field along with those who are inclined towards policy making. The theoreticians who have been working in the field and conducting research related to the topic present the most immediate view.

Findings: The concept of PM is present in the segment of Higher Education Institutions. However, it needs to be improved upon and tailored to the needs and vision of universities. Higher Education Institutions need to see the difference between Performance Management and Performance Appraisal. However, common texts often use both these terms as being the same. It is to be seen that Performance Appraisal is a part of performance management systems.

Implications: Universities need to implement PM procedures to improve the performance of individuals and align individual goals and objectives with the university strategic goals. This will improve the overall performance of the university to achieve its intended end. Performance Appraisal in universities needs to take into account the performance of everyone in the university. This includes performances of academics along with administration. However, the focus should be equally on both academics and administration.

Keywords: Higher education institutions, performance management, performance appraisal and Higher education systems.
INTRODUCTION

Major changes are happening in the higher education system. There are different reasons for this change. Some of them are: the introduction of new communication and information technologies, globalization/regionalization, internationalization, improving professional networks, an advancing knowledge society, socio-cultural and demographical trends and the marketization in higher education, including the changing roles of governments. This marketization is prominent in universities and colleges (Abdulkareem, 2011). A solution to the problems of costs, quality, effectiveness, and access are one of the top requirements from Higher Education institutions. This responsiveness and flexibility has become of the important gauging factors of the effectiveness of these higher education institutions (Ana-Maria, 2009). Additionally, the routine followed by the academic world is also changing on a daily basis. Academic workload, job tenure, salary, career and promotion considerations are being influenced heavily because of these new requirements, and hence, are creating challenges for trainers and teachers (M, 2003).

The most prominent change that is seen now is that higher education institutions are under pressure prove their usefulness, objectives, and methods of achieving these objectives. They are also asked for details related to the allocation of their resources and priorities and are also asked to fulfill their social responsibilities. Everyone, from prospective students to the general public, now wants data and proof in favor of the effectiveness and necessity of these institutions (Alperovitz G, 2005). Because of this, higher education institutions are now more involved in the race of securing funding and win over potential customers. In this race, they are now working on the quality of academic staff and their training, recruitment, reward system, utilization and motivation. These factors are considered some of the most important ones in improving the overall effectiveness of higher education institutions. Because of these new requirements, there is now more demand than ever before to implement performance management systems (Altbach PG, 2006).

The application of management reforms and business strategies in light of these new demands are now evident in many different national and private institutions across Europe and the United States. On the flip side, some higher educational institutions have outright refused to implement these modern-day strategies and procedures. However, many educational leaders in the world are now spreading awareness that there are more important things than just the status quo (Arbo P, 2008). The managements of these institutions are now expected to ensure that these changes happen and some go forth to provide a hands-on approach to teachers, staff, students and other relevant parties. In a nutshell, higher education systems are now expected to deal with a rather confusing, changing and dynamic environment and are under constant pressure to manage and increase the efficiency and effectiveness of their staff, which happens to be, perhaps the most crucial resource in the whole system (C, 2008).
It is safe to say that these organizational reforms have not only happened to these higher education institutions, but to the public sector as a whole. This is seen from the early 1980s with the introduction of New public management (NPM), with focus on efficiency, accountability and effectiveness. NPM brought about traditional and new-age methods, with attention now on performance and efficiency, rather than the amount of input resources. This measurement of outputs via performance management indicators is the result of emphasis on Accountability (Armstrong, 2006). Moreover, NPM highlights the use of private management tools for institutions to become more responsive to the needs of the market, funding and prestige. In response to the growing demands of documentation, performance management has become one of the key pillars of the NPM reform. This includes methods from the books of Human Resource Management (HRM), and Management Control & Accounting Systems (Armstrong S. &., 2003).

The aim of these reforms is to hold government and social public organizations more accountable for their results and deliverables. These reforms focus on performance management of these researchers and play a major part in NPM. However, this research is based more on the management accounting and the public management aspect rather than HRM. Many performance based methods are more focused on resource allocation, work process dynamics, efficiency improvements, formulation and monitoring of services, management of strategy and performance related pay (Azmaa, 2010). Even though organizations and individuals are well-versed on these management issues, they tend to forget the important role of HRM as mediation in this performance management and improvement system. This is often justified by the limited relevance of HRM and its functions in many public reform schemes. However, there have been many bold moves from OECD governments in the past two decades and HRM happens to be a key part of these strategies in a new direction (CIPD., 2005).

The most important element of this performance management system is the way results are quantified and how achievements are presented in numbers. However, we think that this is not the only way to measure performance in higher education systems. This study focuses on the importance of numbers as a representation of performance and results achieved but also focuses on the amount of work done and other ways of gauging performance. Because of this, we want to use a way of performance management that is much better than comprehensive. This method takes into account the fact that both inputs and outputs need to be considered when measuring performance (Achim Krausert, 2017). These problems and facts are found in the texts and researches in different areas of Human Resource Management. A new feature of the NPM method of Human Resource Management focuses on the individual performance of any employee and paying them according to that performance. This individual Performance management is generally a part of a broader strategy that spans the whole division or organization and focuses on its objectives (Samantha Evans, 2017). This assumption of a link between individual performance and organizational goals is an important part of this broader and more comprehensive approach to performance management. The study is focused on examining the role performance management is playing in improving the standards in higher education institutions. Various researchers have
observed that the performance management tools used in higher education institutions is not satisfactory especially in under-developed and developing nation hindering the scale of performance from teachers as well as from students end (Denise Thursfield, 2016).

The study has used the literature provided from previous studies to examine the ideology being followed in Europe and South Africa as these two presents’ two different scenarios with ample differences. Though many countries have been using the concept of performance management to a large scale the way it has been adopted and implemented is not appropriate and through this study, it will be observed that how the changes can help in creating a solid foundation for the future. There are many implications as performance management allows institutions in creating job satisfaction for teachers and creating a desirable environment for students to study and enhance their abilities to increase their understandings (Kunsiree Kowsuvon, 2016).

The objectives of the study remain to examine the relationship between performance management and its importance in higher education. Furthermore, the study is subjected to explore the need for performance management in higher education to enhance job satisfaction for teachers. Also, the study is entitled to examine the methods of performance management that can guide higher education institutions in creating an ideal environment for students to learn. The study’s primary objective is to explore the challenges and issues associated with creating a smoother performance management system for higher education institutions. It has been observed in the previous decades especially in the Asian region a process of reforms are underway regarding higher education institutions and performance management remains to be the main element of this process (AUQA, 2005).

Higher education institutions have always been focused on adopting new and applicable methods to improve the overall process and avoid the damage that has occurred due to negligence in the previous eras. The need of high-quality education based on learning and examine new and innovative technologies have become essential. Performance management in higher education institutions is considered as a tool for individual performance management, and the need is growing drastically (Kamel Mellahi, 2016). It can be used in different formats and for various purposes, for example, identifying and explaining the role of every individual, setting goals for the developmental growth of the individuals and the institution as a whole, monitoring and examining the performance of every individual and setting the route for appraisal.

It has been observed that performance of individuals are sometimes not been calculated rightly resulting in dissatisfaction and creating and underwhelmed environment for the institution to cater. However, in this study, the cases of two different backgrounds will be observed to explore the proper approach for other higher education institutions to adopt. The study is therefore focused at multiple levels and will undergo a brief analysis of the data prevailed from the previous literature suggesting the main ideology for performance management and its implementation in a proper manner at higher education institutions.
REVIEW OF LITERATURE

Although many texts have focused on the strengths and weaknesses of traditional and new-age performance management systems, much less is known about their applications and the catalysts that lead such systems to be successful and useful. In review of the growing number of literature available on the subject, it has emerged that there is little to no attention paid to the actual individual performance management along with the implementation of these new HRM methodologies in Higher Education systems (Ramunė Kasperavičiūtė-Černiauskienė, 2016). Is this to say that there is a free choice to managers in higher education systems to implement Individual Performance Management systems in order to become of the best in the industry? Or are there any other reasons besides economic ones to implement these practices?

Setting aside the link between an organization’s culture and the management’s activities, improvement of decision making at the national level can help or affect the management’s abilities and/or activities (Nieves Arranz, 2016). For example, are performance management methods implemented simply in compliance of the Ministry of Education’s requirements, since they are responsible for national policy on education and often funds most of the educational and research activities that happen in a region? Are leaders in higher education institutions forced to run their organizations in legitimate ways? Or are they facing new challenges which prompt for adoption of these HRM practices? There is also the popular gap between planned and actual results, especially in the case of individual performance management (Adelien Decramer, 2015).

An important question to ask in the case of individual performance management: If a higher education institution has implemented such practices in their organization, what can be said about the actual utilization and following of these processes? According to several experts, the utilization and following of these processes after their implementation has come to be one of the biggest hurdles (Adelien Decramer, 2015). What is more being that this problem of utilization is often seen in different parts, or faces. It is already very difficult to implement and deduce such performance management measures, implementation of such is a completely different and new practice. Let us have a look at some researches and theories that will help us understand this process better (Soledad Moya, 2015).

Until now, educational institutions have taken advantage of their autonomy. However, with the recent pressures in the area of accountability, stable environment and other economic pressures including global competition, marketization and changing roles of governments, things paint a different picture. Educational Institutions are playing a vital role in developing manpower and human resources that actually contribute towards the economic and social development of any country (Abdulkareem, 2011). In light of this, higher education systems play an important role to improve a country’s standing in the world economy. To put things into simple context, the input of a university in this case is its students and teachers, the process is the actual learning and teaching, while the output is the number of students graduated along with the number of quality papers published (Elizabeth Bates, 2014).
One of the qualities of NPM is accountability and performance management. This process can be further improved upon and yield better results through effective implementation of Performance management practices. Developing countries can also benefit from this western implementation of Performance Management improvements. There are two distinct areas in this issue, one being Higher education a part of HRM policies and the other being higher education or other tertiary education services (Elizabeth Bates, 2014). Higher Education Institutions provide two different outputs, one being research papers and the other being high quality students as a result of input from teaching. These institutions are not driven by profits and productivity but are rather fueled by good outputs in the form of research papers and graduates (Melinde Coetzee, 2014).

Performance Management is a process for establishing shared understanding about what is to be achieved and how it is to be achieved, and an approach to managing and developing people that improves individual, team and organizational performance (Armstrong M. , 2006). It is one of the most important practices in the area of HRM and is highly difficult to implement and follow, given its complexity in the real world. Institutions need to adopt these management methods to develop themselves in the face of competition and also fulfill any accountability and compliance issues that may arise (Arbo P, 2008). Additionally, control is usually limited and rigid in higher education institutions, thanks to specialization and rigidness in faculty. Because of this, PM is one of the most important practices in every organization and is often seen as a shortcoming, if not followed properly. These practices are most effective when they are implemented in an organization’s core Human Resource policies and strategies (Toke Bjerregaard, 2014).

Studies show the impact of human resource management and found that these help an individual’s performance and correct HRM policies can help an employee’s performance. In fact, there is a major connection between HRM and PM and it has been found that correct HRM policies and strategies can result in better individual performance, both in present and future (Abdulkareem, 2011). This helps the overall performance management model that is required. Performance management has three different models. The first is the management of organizational performance through the model, while the second is the measurement of individual performance of an employee through the model. The third area deals with the integration of individual performance of employees to the overall performance of the organization (Adelien Decramer C. S., 2013).

Surveys mention that performance management is a very powerful tool and cannot be set apart from any other important management systems. It helps the line managers assign roles and manage people in the most effective manner to bring the most out of them. The results of effective project management are employee motivation, satisfaction and commitment, all of which ultimately leads to better results from the get go (Azmaa, 2010). It is very important to bring PM to HEIs as it helps gauge performance through provided measures and helps track individual employees performance in order for them to be rewarded and recognized along with having development opportunities through performance evaluation and in providing feedback (Adelien Decramer S. G., 2013).
However, PM needs to be changed to work properly in HEIs. Some studies provide a unique perception of PM practice in higher education institutions. For example, a survey mentioned that focus should be on development and motivation of academics. Additionally, there is a disconnect between the rhetoric of PM and the real world scenario in universities, especially in the research they require for specific key findings for PM in higher education institutions (Ramunė Kasperavičiūtė-Černiauskienė, 2016). What is more is that these results are in line with other surveys in the field as well. Alternatively, another school of thought mentions that the traditional business methods PM are not applicable to higher education institutions. Because of this, the existing PM methods need to be brought in line to the requirements of higher education institutions for a proper system that allows adjustment and progress (Toke Bjerregaard, 2014).

**The European Perspective**

Loss of essential personnel is what holds these institutions back regarding their research outputs. What is more is that it hinders the quality of teaching in the facilities as well (Achim Krausert, 2017). In the South African higher education scene, all these problems pose significant problems, both for the improvement of outputs from the continent, and in the further development of their staff and systems (Adelien Decramer C. S., 2013).

A college in Europe has existed over 900 years in frames that are unmistakable today with nearly similar capacities we see. The college has demonstrated an astounding change despite dynamics that helped it keep up a compelling harmony between inward progression and outer responsiveness (Altbach PG, 2006). This adjust when the administration demonstrated its proficiency when the college's condition was somewhat steady with minor changes required, yet also helped them exceed expectations when the college's societal capacities and its center thoughts were called upon in more vital ways (Arbo P, 2008).

The initial 20 years after the Second World War hint at dependability in the connection between the European college and society. This relationship can be viewed as an arrangement that was worthy to everybody included (C, 2008). In the country's purpose of view, it was acknowledged on the premise of the primary elements of the college. These capacities stayed unchallenged in the time of quick financial development, particularly in the 1950s and mid-1960s (Morris ME, 2012).

The significance and maintainability of this settlement were just tested when the general European instructive framework began to make strides. These difficulties later transformed into significant open deliberations on the adequacy and the pertinence of European instructive foundations (Ramunė Kasperavičiūtė-Černiauskienė, 2016). Subsequently, the massification of advanced education came against the arrangement, and the reasons were something other than the developing expenses. Massification undermined the agreement since it influenced the four conventional elements of instructive frameworks (Altbach PG, 2006).
It prompted a majority of conviction frameworks joined to the college, while it likewise influenced the college in choosing elites. The more critical impact, notwithstanding, was that massification influenced the instruction and research elements of the college (M, 2003). The country couldn't assimilate the graduates delivered by the college. Also, inquire about has been decoupled increasingly from advanced education and took into account the requirements of the national economy (Samantha Evans, 2017).

A striking case that advanced education is changing from a social organization into an entire industry can be made. Be that as it may, it isn't elusive cases of changes using the monetary capability of the college as a generator and pioneer of learning (Altbach PG, 2006). In actuality, information, innovation, and development are as of now are more critical issues identified with the college than customary ones that consider colleges as a social institution (Altbach PG, 2006).

Regardless of whether this is sensible or not is, another level-headed discussion. The college has been shielding itself from outside weight for a long time now (Altbach PG, 2006). In any case, this has not brought about a de-coupling of the connections between the college and the general public around it (Achim Krausert, 2017). Everything considered, there is sufficient confirmation to help the way that the college is in a period of change and needs to chip away at its own particular authenticity, including its central goal (Altbach PG, 2006).

In light of legislative changes in the range authenticity of its institutional establishment, Universities in Europe have presented over new administration, association and administration strategies over the most recent 20 years (Ana-Maria, 2009). These have furnished them with new strategies for dispersion of assets alongside the assessment and change of value, the presentation of models and the professionalization of their practices (C, 2008).

All things considered, while considering as of late distributed strategy archives and change proposition, 20 years of results of national college changes are named as baffling. Along these lines, claims have been made for the requirement for facilitating 'modernization (Abdulkareem, 2011). To put it plainly, European colleges are viewed as learning establishments, however, need intense changes if their maximum capacity is to be figured it out. This is there despite the fact that they have experienced a lot of basic changes (Abdulkareem, 2011).

European advanced education establishments are currently very much aware of the change administration frameworks; particular advanced education changes have focused on the segment for over 20 years, alongside impact from overall population segment changes also. Be that as it may, the rate of progress has been substantially higher in the previous decade (Kamel Mellahi, 2016). The explanation behind this, in addition to other things, is the existence of two key European joining endeavors: the 'advanced education just' Bologna Declaration in 1999, which wanted to make a European Higher Education Area by 2010, and the general Lisbon Strategy in 2000, which was to make Europe the world's most focused and learning based economy by 2010, notwithstanding being dynamic (Maserumule, 2011).
Before broadly expounding on the European changes, a critical contention in the help of the method of reasoning for the change in advanced education is required. On the off chance that history is to be viewed as, one could contend that in the present time, advanced education in Europe has encountered three noteworthy periods of changes (Achim Krausert, 2017). The principal stage was when understudy numbers in advanced education began to develop toward the finish of the 1960s, first in the underlying gathering of EC part states, followed in the 1980s by Portugal and the UK, and in the 1990s additionally by Central and Eastern advanced education frameworks (M, 2003).

These numbers influenced open spending on instruction and brought about worries on an incentive for cash and effectiveness, which were presented. In numerous nations, advanced education saw self-administrative practices also, a significant number of which consolidated components from robotics, alongside those from showcase situated state models (Toke Bjerregaard, 2014). Another state demonstrates ended up being compelling than the conventional state control and scholastic administration. The first thought was to help self-administration in light of productivity and decent variety needs of the general public. The thought was that advanced education frameworks ought to be carefully fit by the necessities of the client base and they ought to be molded likewise. This is the thing that presented this new model to the table (Denise Thursfield, 2016).

The second change stage can be said because of the first. It was commenced by a developing attention to the political situation and that being just in part that gives the methods is a genuine weakness for the nation mindful. This is particularly genuine when they confront unforeseen institutional conduct (Morris ME, 2012). This mindfulness was additionally enhanced by the acknowledgment that advanced education is one of the key pieces in an information-based economy. Subsequently, in the 1990s the further improvement of the 'market-situated state' incorporated another enthusiasm for state impact in advanced education. The new ways that were presented for this reason included yield financing and multi-year contracts with individual advanced education foundations (Melinde Coetzee, 2014).

Subsequently, governments satisfied their duty towards advanced education frameworks. Another scan for framework oversight and execution based driving of associations was presented. In a few nations, one could talk about the state as a 'market build,' while rising 'semi markets' as yet fluctuated a great deal in their level of rivalry and the breaking point to which they were directed by the government (Abdulkareem, 2011). The approaches to gain power were frequently shortlived and incorporated the foundation of new sorts of the middle of the road bodies, regularly with the reason for enhancing and controlling execution or reinforcing the vital limit of advanced education establishments. Along these lines, the administration modes as for advanced education formed into blended methodologies with multi-level administration systems developing (Melinde Coetzee, 2014).

The third and the last stage saw new joint change and approach motivation presented at the state level. The aspiration communicated in the Bologna Declaration of making a 'European Higher
Education Area by 2010, and the Lisbon Strategy going for forming Europe into one of the focuses of the new learning economy have made advanced education administration significantly more unpredictable, evacuating the limits amongst impacts and power structures in advanced education (Kunsiree Kowsuvon, 2016). Particularly the Lisbon Strategy is to be noted here. As a declaration of a hidden instructive and research approach, the Lisbon Summit did three things, no doubt (Kunsiree Kowsuvon, 2016). To begin with, it reintroduced the part of R&D for financial development. Second, it accentuated the part of training in the work markets of the world alongside its social ramifications. Third, it requested an attention on basic worries, against taking as a state of takeoff the "festival" of a national assorted variety of instruction and research frameworks (Kunsiree Kowsuvon, 2016).

The Lisbon triangle of business, development and social union was one of the significant ramifications of such and demonstrated training as a key point in social approach, work advertise arrangement and general monetary market. The Lisbon motivation is a standout amongst the most well-known model of financial advancement or a "world content." This is because it underscores on science-based advancement as the motor of financial improvement and instruction as a vital venture with regards to labor (Toke Bjerregaard, 2014). This content is contained in center political trendy expressions, for example, "learning based economy," "the Knowledge Institution," and "the New Economy." The Lisbon procedure gives a practical expression of the route in which instruction and research as approach territories are characterized inside a learning economy talk. Furthermore, this political articulation is shaped and changed constantly (Toke Bjerregaard, 2014).

A standout amongst the most unmistakable highlights of these advanced education arrangement advancements is that the change center has been enhanced in a significant way. While early national change plans were involved with instruction and its productivity/quality and essential research and its quality, the rising European change motivation brought about advancement, and the connection amongst training and development alongside never-seen investigate. As European Commission specified; "Europe must reinforce the three shafts of its information triangle: training, research, and development. Colleges are fundamental in every one of the three" (C, 2008).

**Performance Management in South Africa**

The role of Higher Education Institutions is quite vital in the African region especially in developed countries like South Africa where the role is not only instigated in developing the human resource but also play a vital role in the transformational social development of the entire continent. It is valuable to note that Higher education institutions are also involved in the developmental programs and are the primary contributors towards programs like New Partnership for Africa’s Development (NEPAD).

The higher education institutions are not only involved in delivering knowledge but play a crucial role in developing human resources to fulfill the needs. A new hope is being established with this contribution, but the higher education institutions are also dependent on multiple factors to fulfill the need. Nonetheless, it is subject to a framework of scholastics that can use inquire about,
educating/learning, and additionally group engagement to distinguish and take care of issues, notwithstanding yielding the full financial capability of the nation. The most significant test as far as labor in South Africa and other African countries is "mind deplete."

Diverse activities have just been taken to free them of this issue, the loss of the best staff and ability of Africa's scholarly community is one of the real issues confronting colleges on the mainland. Universities in Africa see a relentless loss of scholastics either to colleges in Africa or abroad that compensation better, or to the corporate world which offers fat pay bundles (Omona, 2010). According to experts, Performance Management in organizations still has a long way to go in fulfilling its objectives and implementations. This is much more prominent in Higher Educational Institutions in South Africa.

The research project that was based on the performance management of academics in higher education as primary topic complemented further with education and training (FET) institutions was undertaken by the Centre for Higher Education Studies and Development (CHESD) at the University of the Free State (UFS) offered exemplary outcomes. The research reflects that higher education institutions in the country have to look at multiple factors to improve the overall impact with regards to performance management as numerous shortcomings still exist. It has also been observed that performance management is very poorly executed in higher education institutions and is also a poorly conceptualized issue. Therefore, the issue remains prevalent and the intended purpose is becoming harder to achieve (Maserumule, 2011).

**Perceived Quality**

The concept of perceived quality is often characterized as the view on the magnificence of an item or administration. As indicated by Dyson et al., 1996 the administration quality is alleged the better and institutionalized yield conveyed by an administration. The administration quality, especially in higher instructive organizations is the a standout amongst the most vital factors in deciding instructive greatness. As indicated by (Alridge and Rowley, 2001) when understudies see a foundation's quality and learning condition encouraged with scholarly staff, sufficient offices of learning and framework, their enthusiasm for the association will be expanded. The understudies are persuaded from the scholastic alongside the managerial effectiveness of their organization.

Spooreen, et. al (2007) set a view that the hierarchical concordance, educators' scholarly capacity, proficient improvement, straightforwardness in assessment, input and preparing are the vital highlights that assistance the understudies. Different basics of value benefit in instruction are additionally essential alongside all around oversaw and refreshed libraries, security frameworks, therapeutic offices, class embellishment and help with interactive media and sitting plans alongside managerial staff's participation assume a crucial part in instructive help and advancement.

As per Soutar and McNeil (1996) both scholarly and regulatory issues of a foundation are exceedingly imperative in deciding the execution of understudies, alongside the execution and the
picture of the association. Elliot and Shin (2002) found that the profoundly huge factors in the model that appear to straightforwardly affect on general consumer loyalty with college execution.

**METHODOLOGY ADOPTED**

Using the research methodology is an integral part of any research, and considering the limitations associated with the investigation, the study is focused on using the qualitative research approach to analyze and gather the data from the research conducted previously on the role of performance management in higher education institutions. Authors have established the fact that this type of study is more suited for the observationally based view and serve the purpose of suggesting prominent measures and ideas for adoption as the validity of the research is proven in the previous studies. The qualitative approach is merely an extension of the earlier researches conducted on the topic and help build a stronger point of view by using the previous analyses published already (David M. Tuller, 2010). This type of study helps in examining the role of an educational system in its natural context and without hurting the ethical boundaries present the most viable options. The study made the opinions of practitioners and utilized the judgments of those who are already working in the field along with those who are inclined towards policy making. The theoreticians who have been working in the field and conducting research related to the topic present the most immediate view (Melissa K. Carsten, 2010).

The data collected is sufficient enough and does not embark any concern regarding reliability and validity, and the findings are mostly trustworthy. The qualitative research approach is beneficial in many ways and has much strength as it provides the most valid data to examine and to construct the validity is not an issue. Also, the in-depth insights provided by the previous studies can be gathered and utilized to establish a stronger bond between the variables. However, the study also holds some weaknesses that are to be taken into consideration as well. This type of study is usually generalized, and the measures are not defined which tends to focus more on non-standardized methods for measuring and collecting data is mostly time consuming effort (Morris ME, 2012). Therefore, to minimize the weaknesses of the study the opinions and the data provided from the previous studies has been limited to two contexts with identified geographical settings allowing the use of data in an appropriate manner without hindering the impact of getting lost.

Furthermore, the studies utilized previously for examining the role of higher education institutions in performance management in Europe and South Africa have been focused primarily on creating the charts and pictures from the output in an extensive manner. The data gathered is explained using charts and pictures, and no generalized opinions have been added in the study. Authors have explained the use of qualitative study and set standards for implementation, and only those have been utilized. Also, the variables for performance management have been made clear initially to set the route straight and go along without any hindrance. The limitations of the study were there,
and there was no appropriate method for selecting the studies for the research, but the only those published in renowned and authentic journals have been utilized.

**ANALYSIS OF THE LITERATURE**

From the earlier studies from the two different backgrounds it has been observed that the role of performance management in increasing in higher education institutions and in both the regions the approach is diverted on different but sub sequential goals with the main objective being the improvement of the structure. The data gathered and observations gathered from the previous researches have been highlighted below and the ideas have been detailed below.

**The European Outlay**

Studies have been conducted to examine the role of performance management at higher education institutions in Europe at heads of department and deans’ level. These two people are the main authority in bringing out performance form their respective unit in the higher education situations and have the main responsibility of ensuring high end performance from every member of the faculty and the department. Faculties and the departments are the most important groups in any higher education institutions and hold the main stewardship.

The structure of higher education institutions is similar to the one followed in organizations and the studies conducted in public sector have confirmed that the role of public managers in bringing about change in any organization is very critical. The deans and the heads of departments are considered as the managers and through research using the interview based philosophy it has been identified that the selection of people on these roles is based on their experience working on planning and quality and also close interactions with the administrative and academic staff. These line managers are mostly responsible for improving the role of every staff member and focus on exhibiting and ensuring strong control over the staff resulting in strong performance. However, the role is very crucial and holds main responsibility as to keep everyone intact and motivated and cater the aspects of human resource management properly to build a strong outlay for individual performance management. The line managers are also responsible for creating a culture of harmony and are responsible for the performance of the workforce. Also, they tend to focus in creating a culture where the workforce can be aligned with the organizational goals.

**Resource-based View**

One of the most dominant theories in human resource management and performance management appears to be the resource based view. According to this theory, employees in higher educational institutions are a great source of competitive advantage that can be sustainable depending upon their unique performance. In order to gain maximum profit from the employee’s unique performances, organizational needs to adopt IPM practices that help higher educational institutions
improve employee performance drastically. These practices help HEI in improving employee commitment to the organization and enhance the quality of performance from their end.

Evaluation of the staff is an important aspect to create such sustainable advantage and ensure unique employee performance utilizing this resource-based view.

**Performance Measurement**

Measuring employee performance is as difficult for higher educational institutions as for any other organization. Performance management holds integral value in any organization and is defined as a set of parameters established by the organization to analyze the value of an employee and their contribution towards the organization. This indicates that in order to take future actions, considering the actions in the past is important and analyzing employees role in the previous settings is important. Measuring efficiency and effectiveness in higher education institutions can be a challenging task, but previous studies conducted in the European outlay suggest that Balanced Scorecard (BSC) is best suited for higher education institutions in this regard. Practitioners have rated this tool as the most appropriate tool for the adaptation and implementation of project management in higher educational institutions. BSC serves institutions in multiple regards and explores the in-depth value of an employee.

**Hybrid – Agency Approach**

According to a research in three Russell Group universities, people were interviewed from Vice-Chancellors to front line managers. Later on, the staff members from almost every department were interviewed and the data collected was linked with last Research Assessment Exercise and the National Student Survey. It was found out from the research that the universities are tend to adopt agency based approach which is more focused on measuring performance and are goal driven instead of the traditional stewardship approach. The pressure to switch was immense and those universities who were reluctant to adopt this approach initially finally made a move as they could not handle the pressure. This ideology created a threat as it was more focused on short term goals and can hurt research excellence and does not cope with the long term mission of universities of creation knowledge for the society.

The concerns were justified as the data was measured and compared with external measures of performance. This way the suggestion towards a hybrid agency based approach was adopted and the traditional stewardship approach was aligned that gives more autonomy and gives staff more power and work for their well-being. The improved performances from the staff also results in greater chances of student employability and help the institutions a great deal as well.
Performance Management in South Africa

Researches were conducted in three main educational institutions in South Africa and the data gathered from those researches made it clear that as per the demands of the new higher educational environment, each institution has invested its focus on developing improved and reliable performance management systems.

The studies used the interview approach to collect data and stated that the restructuring process in every institution was very strong and each organization focused on achieving the similar goal. The restructuring process involved:

- The rationalization of faculties,
- The amalgamation of various departments into schools,
- The decentralization of decision-making and some of the core services of academic administration, financial management and human resources to the faculty level.

An improved environment was developed in the institutions and the institutions have clearly made performance management as part of the organizational environment that was revamped completely. The performance management philosophy was installed and spread throughout according to which the performance of every individual were measured and associated with the appraisal system. The priorities were set straight but it was noted that institutions were focused on strategic planning and aligning performance management to it as well. However, there was a concern as from the staff end that their involvement was very rare.

CONCLUSION

The concept of PM is present in the segment of Higher Education Institutions. However, it needs to be improved upon and tailored to the needs and vision of universities. Higher Education Institutions need to see the difference between Performance Management and Performance Appraisal. However, common texts often use both these terms as being the same. It is to be seen that Performance Appraisal is a part of performance management systems. Universities need to implement PM procedures to improve the performance of individuals and align individual goals and objectives with the university strategic goals. This will improve the overall performance of the university to achieve its intended end. Performance Appraisal in universities needs to take into account the performance of everyone in the university. This includes performances of academics along with administration. However, the focus should be equally on both academics and administration.

The key performance indicators, however should be the same. Availability of a well-functioning Human Resource Department in a university can be very good to the university to implement and
design an effective PA to review and to keep the records of the results. Universities should take advantage of new Performance Management systems such as 360° Appraisal and Balanced Scorecard, the literature shows their applicability in HEI segments. These methods of PM are recommended to be practiced in HEIs context. Moreover, the outcomes of PM should be employee satisfaction, motivation and commitment and help the university to understand job performance through measures, individuals rewarded and recognized through an accurate and constructive feedback.

In the concluding remarks it has also been observed that in some parts of the world, agency approach does not work well and the stewardship approach suits the need. However, this does not make things easier to grab as at any point professional staff always prefer to have a performance management system that is more inclined towards targets and has a defined measurement technique. Most of the advocates of the defined approach considered the performance feedback and the certainty associated with the approach as their main points to ponder. However, in an environment where research and knowledge creation is important, such system does not get along. Therefore, many authors have suggested the hybrid approach as the most ideal performance management system for higher educational institutions.

This way the universities will have the clear advantage as the strengths of both the agency approach and the stewardship approach will become part of the ideology. Agency approach provides a clear direction whereas the stewardship approach caters trust. This way the universities knowledge creation process will not be hindered and also the staff will be at rest as the approach will work for their well being and ensure high quality long term performance from their end as well. In the current scenario, universities are forced to adopt agency based approach in order to implement performance management but with a clear route suggested, it is more likely to appear that a hybrid approach will serve as the best alternative for them.
In all cases the presentation and improvement of a performance management system featured the pressures amongst collegiality and managerialism, regularly figured out how to automatic open deliberations about scholarly flexibility among scholastics. The requirement for staff advancement activities to enhance management limit and change management aptitudes in scholarly was stressed by the accompanying quote from a member: "Performance management is the lightning conductor for needy individual’s management". This quote underscores the advancement of vital staff improvement activities to enable organizations to manage the requests of a quick changing advanced education condition.

Plainly performance management should have been a coordinated collective exertion that draws on the encounters and aptitude of both scholarly and care staff and rises above conventional qualifications amongst scholastic and care staff in advanced education. The advancement of these perplexing systems needs to draw on the ability of management, support and scholarly staff with the end goal for it to be fruitful. The outcomes additionally recommended that ordinary business ways to deal with performance management would not work in advanced education. In this way existing performance management models and methodologies should be adjusted to the necessities and vision of advanced education organizations and took after by the progressive presentation of the system that takes into account a procedure of institutional change and systemic modification.
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